



Curriculum Overview Document Modern Foreign Languages - French



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy.

Our intention for our curriculum is:

By the end of KS3, pupils will understand what it is to be a linguist. Pupils will have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel in order to deepen their understanding of different cultures and societies. They will have developed a passion and commitment to the subject. They will have an understanding of the ways in which languages are interconnected and languages play a part in our daily lives. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practiced so that students are confident communicators in a variety of contexts. They will be curious learners with the confidence to mould the language to their specific needs. They will ask questions about structure and think critically about how the language works. The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from family life to to ethical issues and the world of work. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world. Linguists at Hadley Learning Community will have an appreciation for the world they live in and a deep understanding of their place in an ever changing multi-cultural society. Through a knowledge rich curriculum, pupils will acquire the skills needed to develop the four main skills of reading, writing, speaking and listening in the target language. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and beyond, will maximise the use of opportunities locally but due to the nature of foreign languages, we will link with outside agencies and individuals to further enhance the celebration of language learning. We actively encourage students with an EFL background to pursue their mother tongue at GCSE. We are able to support the local community languages by offering languages such as Polish, Urdu, Panjabi and Arabic to our students.

We will link our curriculum to the following:

- Aston University – Routes into Languages Language Days in French and Spanish (cultural enrichment)
- Wolverhampton University – Routes into Languages Days in French and Spanish (languages and business)
- Telford School of English – KS3 links with Spanish and French schools (exchange visits)
- Tapas Restaurant Visit
- Spanish Embassy – Manchester - visiting speaker
- Spanish Dance Demonstration – Flamenco dance workshop
- KS4 Visit to Paris
- Wellington twin town exchange with Leonardo da Vinci school in Paris
- Exchange with Siguenza, Spain

Implementation

Students in Y7 study either French or Spanish. This is to enable all students to develop their depth of knowledge and master the skills necessary to become a confident and competent linguist. Lessons are engaging because the staff are passionate about languages and language learning. Students want to succeed, and, through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in MFL to support oracy and fluency. Students are able to master key vocabulary and grammatical structures through a process of modelling and practice be it orally, aurally or via the written word. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and vocabulary tests. This helps to ensure long-term retention of core vocabulary and skills from KS3 through to KS4 and beyond. Opportunities at KS3 and 4 provide students with real world contexts to apply their knowledge, this includes visits from foreign students and speakers as well as drawing on the wealth of material available online to support cultural and social awareness. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall.

The GCSE curriculum focusses on 3 themes which are then threaded throughout KS3 teaching:

Theme 1 - Identity and culture:

Topic 1 - Me, my family and friends, relationships with family and friends, marriage/partnership

Topic 2 - Technology in everyday life, social media, mobile technology

Topic 3 - Free-time activities, Music, Cinema and TV, Food and eating out, Sport

Topic 4 - Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues, Charity/voluntary work, Healthy/unhealthy living

Topic 3: Global issues, The environment, Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Year 7 Curriculum implementation

The MFL Department aims to instil the love of languages that every young person should embrace through an understanding of the global world that they face and how to communicate in an international society. This will be achieved through developing students' skills to talk about themselves and the issues that affect them directly such as school, family and their interests. They will also be taught the the basic grammatical elements and structures that underpin language learning at this level such as present tense verbs, gender agreements, possessive pronouns, opinions and simple future tense.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Becoming a language learner</p> <p>This term focuses on understanding how to learn foreign language. The main purpose of the work covered this term is to ensure that all students are working at the same level as language acquisition at KS2 is often sporadic or nil. This will then create a benchmark for the rest of Year 7. Pupils will learn about issues that are important to them in their immediate world whilst developing an awareness of foreign cultural capital.</p> <p>Students will learn to introduce themselves and talk about their age, birthdays and</p>	<p>C'est Perso</p> <p>This term pupils will learn to talk about their opinions and the items they need to get through the school day (equipment etc). They will learn to describe themselves and how to use adjectives with masculine, feminine and plural nouns. Pupils will also be introduced to the present tense and -ER verbs.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed by summative tests leading to DIRT.</p>	END POINT TEST & THERAPY	<p>Mon College</p> <p>This term pupils will acquire vocabulary about school (subjects, school equipment, rules and facilities), and giving simple opinions about what they like/dislike. As a topic pupils will have already formed opinions about new subjects and will be keen to share their views. They will also revisit numbers from the Autumn term to learn to tell the time. They will also learn how to talk about activities they do at break time and after school.</p> <p>This will give students a good introduction on how</p>	<p>Mes Passetemps</p> <p>This unit focuses on how young people use technology and the different activities they do during their free time.</p> <p>Pupils have the opportunity to develop their use of –ER verbs by learning to conjugate (jouer and faire) to share their opinions previously seen during the Spring term.</p> <p>Students will be assessed using a combination of low stakes testing in all skill</p>	<p>Ma Zone</p> <p>In this unit, students will learn vocabulary related to their town/village and be able to talk about what there is/isn't in their town. They will learn to give basic directions and talk about where they go.</p> <p>Modal verbs will be introduced in the first person – je veux and on peut.</p> <p>Students will be assessed using a combination of low</p>	<p>3...2...1 Partez!</p> <p>In this unit pupils will be introduced to the simple future tense to talk about holiday plans. New structures will be introduced such as "Je voudrais" and will give students more opportunities to practice using infinitive verbs taught in Y7 in a new context.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed</p>	END POINT TEST & THERAPY

<p>physical descriptions (adjectives) and personality. They will learn vocabulary about family members and how to describe in the third person. Students will learn numbers to talk about ages and dates.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <p>The cultural focus will be about All Saints Day in France.</p>	<p>The cultural focus will be Christmas in France.</p>	<p>to conjugate in the target language and start to form more complex sentences using opinions.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <p>The cultural focus will look at the Day of Kings and St Valentine in France.</p>	<p>areas followed by summative tests leading to DIRT.</p> <p>The cultural focus will look at Easter traditions in French speaking countries in France as well as international sporting events such as Tour de France and Roland Garros.</p>	<p>stakes testing in all skill areas.</p> <p>The cultural focus will be on France and French towns and cities and how they compare with the UK to support the SMSC elements of respecting diversity and awareness of social differences.</p>	<p>by summative tests leading to DIRT.</p> <p>The cultural focus will have a more international feel with the potential for holidaying anywhere in the world.</p>
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Year 8 Curriculum implementation

Having learnt basic grammatical structures and present tense formation in Year 7, in Year 8 students are challenged to apply these in new contexts. The Year 8 curriculum is also designed to introduce students to new topics (holidays, local environment) with further vocabulary learning and to the past tense to enable them to vary their language and use a range of time frames, crucial to GCSE success. We aim to encourage students to be creative with language, to use more mature structures and vocabulary in order to understand and respond to speakers of the language and to give them the skills to cope on a global stage..

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Mes Passetemps</p> <p>This unit focuses on how young people use technology and the</p>	<p>Ma Zone</p> <p>In this unit, students will learn vocabulary related to their town/village and be</p>		<p>3...2...1 Partez!</p> <p>In this unit pupils will be introduced to the simple future tense to talk about</p>	<p>T'es branche?</p> <p>Students will learn vocabulary related to free time, in particular TV, film</p>	<p>Paris</p> <p>In this unit, pupils will complete a study on the city of Paris which will</p>	<p>Mon identite</p> <p>In this unit students will build upon content seen in Y7 relating to</p>	

<p>different activities they do during their free time.</p> <p>Pupils have the opportunity to develop their use of –ER verbs by learning to conjugate (jouer and faire) to share their opinions previously seen during the Spring term.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <p>The cultural focus will look at All Saints Day traditions in French speaking countries in France.</p>	<p>able to talk about what there is/isn't in their town. They will learn to give basic directions and talk about where they go.</p> <p>Modal verbs will be introduced in the first person – je veux and on peut.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed by summative tests leading to DIRT.</p> <p>The cultural focus will be on Christmas in France and French towns and cities and how they compare with the UK to support the SMSC elements of respecting diversity and awareness of social differences.</p>	<p>holiday plans. New structures will be introduced such as “Je voudrais” and will give students more opportunities to practice using infinitive verbs taught in Y7 in a new context.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <p>The cultural focus will have a more international feel with the potential for holidaying anywhere in the world.</p>	<p>and their use of mobile phones and the internet.</p> <p>This is a topic required at GCSE and will lay the foundations for future learning.</p> <p>Students will review different opinion phrases for talking about different activities, as seen in Y7, in more depth. Students will consolidate their understanding of the gender of nouns as seen in Y7.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed by summative tests leading to DIRT.</p> <p>The cultural focus will look at the Day of Kings and St Valentine in France.</p>	<p>also be the cultural focus. Iconic monuments and their history will be taught.</p> <p>The perfect tense will be introduced to pupils to encourage them to extend and vary the range of their language as is required at GCSE.</p> <p>Students will be assessed using a combination of low stakes testing in all skill area.</p> <p>The cultural focus will look at Easter traditions in French speaking countries in France.</p>	<p>personality and adjectival agreement. They will learn to talk about clothes using the simple future tense. Students will also build on their working knowledge of the perfect tense to talk about last weekend.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed by summative tests leading to DIRT.</p> <p>The cultural focus will be on regional identity which is much stronger in French culture than in the UK.</p>
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Year 9 is a key transitional year in MFL in which students are taught to consolidate and apply their invaluable knowledge from Year 7 and 8 to a greater depth on familiar and new topics. These new topics will challenge their thinking about the world around them such as their use of technology and the media and a broader awareness of the cultural celebrations of the target language country. The focus is also for students to gain a mastery of the core vocabulary and grammatical skills that will underpin their learning at GCSE. Students are expected to apply their fundamental building blocks of knowledge to greater depth and detail. There is a focus in Year 9 on students honing their written communication skills with an expectation that their knowledge is robust enough to now develop their oracy, unconsciously applying their knowledge as skills.

1	2	END POINT TEST & THERAPY	3	4	END POINT TEST & THERAPY	5	6	END POINT TEST & THERAPY
<p>Chez moi, chez toi</p> <p>Students will revisit “je voudrais” from module 2 in Y8 to talk about where they would like to live in the future. New vocabulary will enable students to describe their house and talk about meal times.</p> <p>More practice on the simple future will allow students to talk about a forthcoming event.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p>	<p>STUDIO 3 MODULE 1 Ma vie sociale d’ado</p> <p>Students will revisit avoir and etre and use these verbs to describe themselves. New vocabulary to talk about social media will be introduced. Students will also learn to describe going out using the past tense.</p> <p>The cultural focus this term will be All Saints Day, Remembrance and Christmas traditions in France.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas followed by</p>		<p>STUDIO 3 MODULE 3 A l’horizon</p> <p>Students will revise the future tense and focus on their own futures. They will learn the value of learning a foreign language using the “on peut” structure to describe what you “can” do with languages. Students will talk about jobs and learn new question words.</p> <p>Students will be assessed using a combination of low stakes testing in all skill area.</p>	<p>STUDIO 3 MODULE 4 Special Vacances</p> <p>Students will revise the topic of holidays in more depth and practise using question words. They will revisit the use of “je voudrais” to talk about imagining a holiday as well as learning to describe what to pack. A holiday disaster will support the revision of the past tense.</p> <p>The cultural focus will be Easter traditions in France.</p> <p>Students will be assessed using a combination of low stakes testing in all skill</p>		<p>Qui suis-je? (GCSE Theme 1)</p> <p>Students will build on prior knowledge by revising language related to family, descriptions, places in a town, activities and times.</p> <p>They will revisit –ER verb conjugation in the present tense and look at descriptions in greater depth. Students will take this a step further and discuss relationships with family members and practice using three time frames together.</p> <p>The cultural focus will compare Halloween traditions in France (La Toussaint) and the UK, exploring the similarities and differences. The significance of 11 November in France will also be a focus during lessons as well as Christmas traditions in France.</p> <p>Students will be introduced to the AQA exam structure and, in particular, the requirements for the speaking examination. Students will learn how to approach specific tasks such as the photo card question and the role play.</p>		

	summative tests leading to DIRT.		areas followed by summative tests leading to DIRT.	
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Year 10 Curriculum implementation					
The Year 10 curriculum aims to combine the application of students' knowledge and grammatical skills learnt in Y9 to local and global topics. Students are expected to be able to apply their knowledge of time frames, opinions and verb conjugation to their learning about their local environment, foreign travel and their school. They are also encouraged to gain an even deeper appreciation of the cultural differences between the UK and France through the comparison of towns and schools. This study aims to highlight our differences yet encourage an acceptance of said differences through discussion and an awareness of the cultural factors that have created these differences.					
Autumn	END POINT TEST & THERAPY	Spring 1	Spring 2	Summer	END POINT TEST & THERAPY
<p>Le Temps des Loisirs (GCSE Theme 1)</p> <p>Students will revisit freetime activities studied in Y7 and 8. They will also gain more vocabulary related to TV, technology, use of mobile phones, music, reading and film. They will revisit all three time frames learnt in Y7-8, and practice the near future tense by talking about films and activities they are going to do.</p> <p>Students will learn how to make comparisons. The cultural focus will be similar to that in Y7, how the French celebrate La Fete des Rois, la Chandeleur and Mardi Gras.</p> <p>There is a clear link here to Religious Studies and the Catholic calendar which feature so prominently in many French festivals.</p>		<p>Jours Ordinaires, Jours de Fete (GCSE Theme 1)</p> <p>Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit festivals and traditions touched upon in KS3 in more depth. They will also discover new festivals, lesser known but still of cultural importance, practice describing a special day or event, discussing clothes they would like to wear, ordering in a restaurant, and talking about a music festival, as well as continuing</p>	<p>De la Ville a la Campagne (GCSE Theme 2)</p> <p>Students will build upon content seen in Y7, 8 and 9 related to life in the city/countryside. They will revise places in a town and what you can do there. Students will learn new vocabulary to describe their region and how to use the superlative. They will learn how to ask question to find out tourist information.</p> <p>Students will revise the perfect tense to describe a</p>	<p>Le Grand Large (GCSE Theme 2)</p> <p>Students will focus on holidays and travel, revising the present tense of regular and irregular verbs (as seen in KS3 and Y9) and using two past tenses together (the passe compose and imperfect), vital for GCSE.</p> <p>They will build upon holiday vocabulary seen in Y8 and will sequence their ideas and preferences using three time frames.</p> <p>Students will revise the comparative (seen in Module 2 Y10). The topic of food will be revised from Y8 and further developed to be able to order in a restaurant.</p> <p>They will continue practising photo descriptions and role plays to simulate what they will have to prepare in the GCSE exam.</p>	

	<p>to practice photo descriptions.</p> <p>Family celebrations are a feature of the new GCSE, therefore topics such as marriage / civil partnerships / birthdays etc will also feature in this module.</p>	<p>past visit and will discuss the advantages and disadvantages of living in the city / countryside. A variety of negatives will be taught to give students the range and variety of language examiners seek at GCSE.</p> <p>“Si” clauses will be introduced to help students talk about what they would do in certain weather conditions.</p> <p>Students will have a mock speaking exam at the end of this term.</p>	
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Year 11 Curriculum implementation					
Year 11 is a programme of study that requires students to consider their personal place in our global society and learn how combine their knowledge from Y9 and Y10 to talk about future study, career plans and the “bigger picture” (the environment, natural disasters, ethical issues, charities and volunteering). Students are expected to be able to retrieve vocabulary and grammatical skills from across their learning and apply it fluently to understand and give their views on a range of issues. The skills and knowledge acquired by our students is now able to be applied to the international stage.					
Autumn 1	Autumn 2	END POINT TEST & THERAPY	Spring 1	Spring 2 – Summer 1	END POINT TEST & THERAPY
Bon Travail (GCSE Theme 3)	Notre Monde (GCSE Theme 2)		Structured Revision	Structured Revision	

<p>During Y11 students have an extra hour of lessons after school called Intervention. The interventions focus on revision of topics covered and to prepare the speaking exam before their first set of mocks in November.</p> <p>Students will apply knowledge from Y7 related to school to talk about future plans for their education and future employment. They will practice using the future tense and will develop their working knowledge of the conditional to talk about plans for the future.</p> <p>Students will refresh their understanding of both the perfect and imperfect tenses as seen in Y8, 9 and 10, to talk about work experience.</p>	<p>Students will examine the topic of the environment and global and social issues. They will study looking after the environment at home, serious global problems, how we can try to address them. This is linked to the Drought topic taught in Geography in Y10.</p> <p>The new GCSE places greater emphasis on volunteering and charity work and students will be taught how to express their views on these topics with new vocabulary.</p> <p>They will review how to both recognise and be able to produce different tenses, as studied from Y7-10.</p> <p>A mock speaking exam will take place during the Autumn term.</p>	<p>A further mock speaking exam will take place during the Spring term.</p>	<p>Preparation for the speaking exam will take place to enable students to prepare their chosen theme as well as the photo card question and the role play.</p> <p>Revision for the written papers (according to the tier – F or H) and translation questions.</p>
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Impact of our curriculum:

Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher. KPIs are tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into a QLA for teachers to use to review and reteach parts of the curriculum. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in

different weeks, but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested fortnightly. Students will be tested on words they learnt that week, but also on key terms from previous lessons in order to practice recall and retrieval.

Engagement in MFL will be evident in a healthy uptake for GCSE, and again on to higher education. Students will be inspired to take part in visits abroad to partner schools in France and Spain as well as to local universities to see how languages work in real life. Conversations about travel and holidays throughout the school year will show students how they can easily applying their language skills to real life experiences. Linguists will be proud of their communication skills and their links with abroad. The diverse and knowledge rich curriculum should develop confident and articulate linguists who want to discover more about the world around them.

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

Personal Development	Learning languages can be a major part of our students personal development plan. Not only will speaking more than one language help them stand out from the crowd but could also open up a world of new career opportunities with more companies than ever having a global outlook. Learning a language will improve key skills such as negotiating, communication and problem solving. Studies also show that learning another language increases your brain capacity, improves memory and helps stave off dementia and Alzheimer's.
SMSC	<p>Spiritual development in MFL is facilitated through providing students with opportunities to consider the way we communicate and why. We help the students to understand and begin to question the numerous ways that people have developed to express themselves and their ideas. An example of this is on our visits to Aston and Wolverhampton Universities where our students have to communicate with others from other schools to complete a project.</p> <p>Moral education in MFL concerns pupils using the vehicle of languages to make a personal response to moral issues, particularly from Year 9 when students discuss education, family, wealth and poverty and broader social issues (environment, homelessness) in detail. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce, and other such topics</p>

	<p>Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. An example of this would include an educational visit to Paris to give students the opportunity to experience another culture and speak another language. We are also looking at a twinning project with a school in Chatenay-Malabry, south of Paris.</p> <p>Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking at festivals such as La Toussaint, Christmas and Easter traditions. Students will also be developing an appreciation of art, music and literature (literary texts are a fixed element in the reading exam at GCSE).</p>
Extra-Curricular & Enrichment	<ul style="list-style-type: none"> • Aston University – cultural visits with a French theme (mardi gras) • Wolverhampton University – visit with careers focus French and Business Studies • Paris visit – October 2019 • Languages Club – film and culture
Careers/Work Experience	
Careers	<p>There is a demand for linguists across a range of sectors. Linguists work in travel and tourism industries, hospitality and catering, translation and interpreting, teaching, law, banking, media, sport and consultancy, as well as many forms of engineering and different government departments.</p> <p>Typical employers include:</p> <ul style="list-style-type: none"> • local and central government • tour operators • global corporations • schools, colleges and universities • police force • professional sports teams • legal firms • energy companies • advertising agencies
Work Experience Offer &	Within Hadley Learning Community, we offer opportunities for PGCE students to complete their initial teacher training.

Staff Work Experience	<p>We involve the department in the Work Experience programme to allow students from year 10 and sixth form providers to use the languages department to complete their work experience placement.</p> <p>Being part of a Multi Academy Trust, our staff have the opportunities to attend CPD and work collaboratively with other schools within the MAT. Staff have the opportunities to liaise with our local businesses and our business link partner to bring back those real life examples of languages to the classroom.</p>
Cultural Capital	
Ofsted Definition	<p>Culture is a natural element of modern foreign language learning with a plethora of opportunities to learn about how other people live around the world. At HLC, we encourage the teaching of all aspects of different cultures, from country specific festivals to learning about how school life differs from that in the UK. We also explore the languages spoken in our student's homes and encourage them to embrace their mother tongue and use it at GCSE level (our students speak many community languages such as Polish, Urdu, Panjabi, Romanian, Arabic to name but a few).</p> <p>Examples of cultural development in MFL include</p> <ul style="list-style-type: none"> • Comparing religious festivals such as Day of the Dead, All Saints Day, Christmas and Easter. • Discussing the origins and significance of language specific festivals such as La Tomatina, Mardi Gras and Bastille Day. <p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p>